



NC K-3 FORMATIVE ASSESSMENT PROCESS: KINDERGARTEN

The NC K-3 Formative Assessment Process supports continuous teaching and learning by providing teachers, students, and families the information they need to move learning forward.

WHAT happens in Kindergarten?

In kindergarten, teachers begin to collect information about children to guide teaching and learning. The information collected during the first sixty days of kindergarten creates a *Child Profile*, capturing a snapshot of each child. Teachers use the information collected during the first sixty days, as well as throughout the school year, to meet the individual needs of each child.

HOW does it work?

The teacher intentionally collects evidence about what children say, do, make, or write (e.g., observations, work samples, parent input, activities) while instruction is occurring and learning is underway. This occurs across five areas of learning and development:

- Approaches to Learning
- Cognitive Development
- Emotional-Social Development
- Language Development and Communication
- Health and Physical Development

The teacher and student use the evidence collected through the formative assessment process to better understand where a child is developmentally in his or her learning. This helps

the teacher and student make immediate and ongoing adjustments to instruction and learning.

An electronic platform stores the information collected and supports instructional decision making.

The materials developed to support this process align with the *NC Foundations for Early Learning and Development* and the *NC Standard Course of Study*.

WHY is it important?

In NC, approximately 120,000 children enter kindergarten each year with varying experiences, knowledge, and skills. The K-3 Formative Assessment Process helps teachers and families continuously identify the varying strengths and needs of each child in an effort to help ensure that each child reaches his or her fullest potential.

WHO participates?

In the 2015-2016 school year, implementation will begin in all districts. Book and Print Awareness (Language Development and Communication) and Object Counting (Cognitive Development) will be the primary focus for the initial stages of implementation.

For more information, please visit: <http://rtt-elc-k3assessment.ncdpi.wikispaces.net>

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